

National Perspectives on Implementation of State Longitudinal Data Systems (SLDS)

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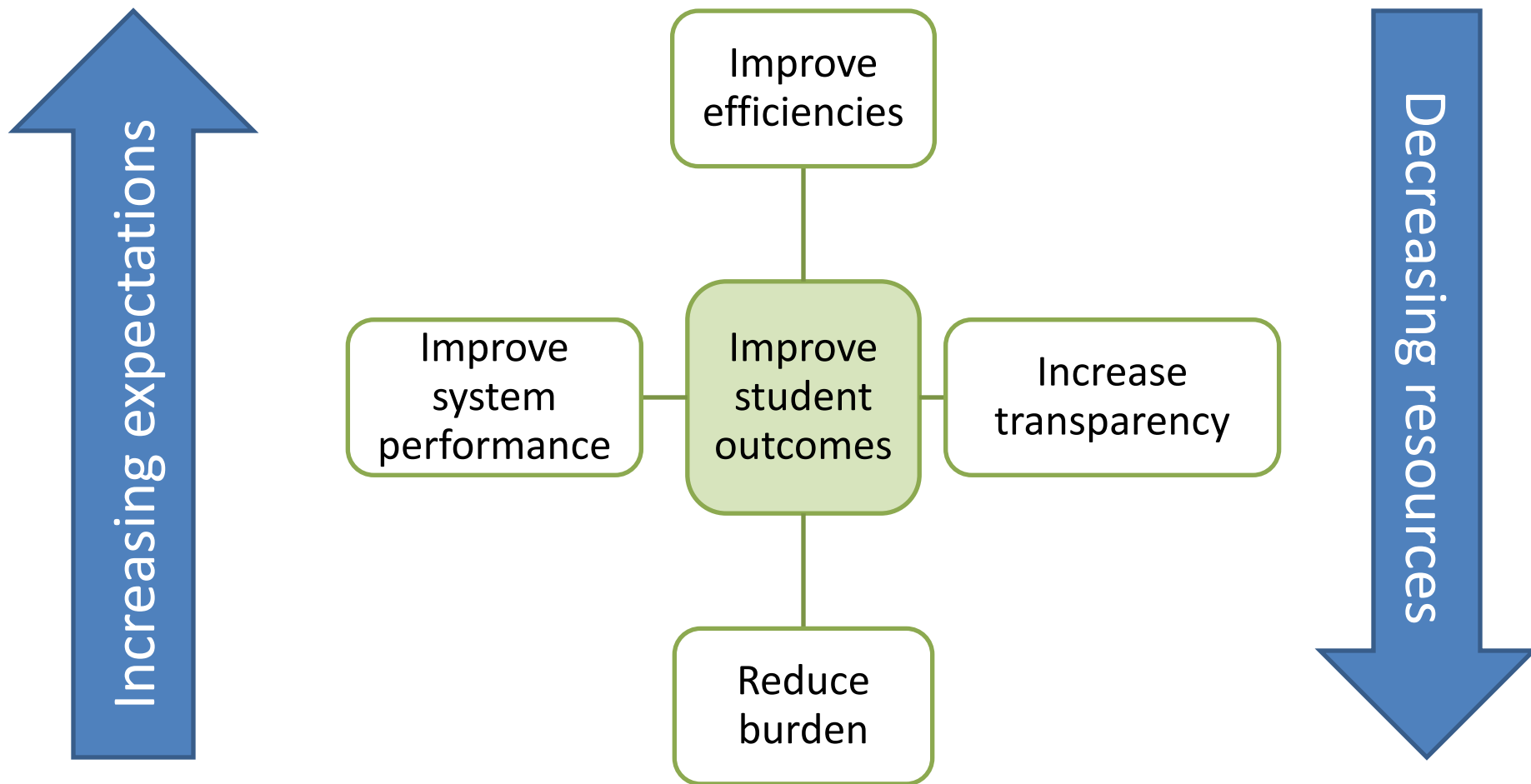
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Using Data To Improve Student Achievement

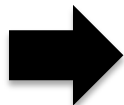
The Imperative to Use Data



The Culture Around Data is Evolving



compliance



accountability



***informed
decisionmaking***

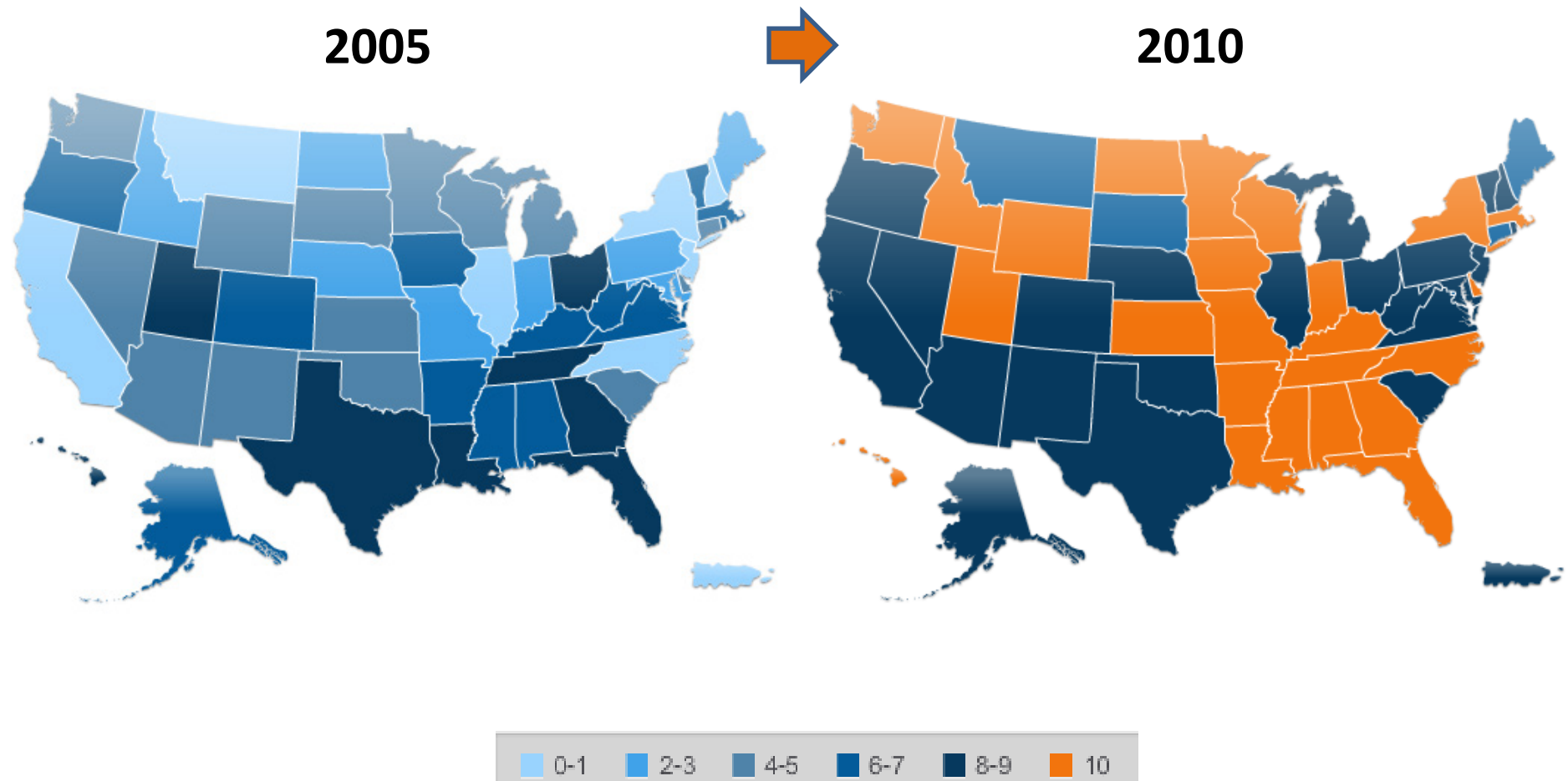
10 Essential Elements of Statewide Longitudinal Data System

Element		<i>Data for Action 2010 survey</i> # of States	
1	A unique student identifier	52	
2	Student-level enrollment, demographic, and program participation information	52	
3	The ability to match individual students' test records from year to year to measure academic growth	52	
4	Information on untested students	49	
5	A teacher identifier system with the ability to match teachers to students	35	17 states cannot link teacher and student data
6	Student-level transcript information, including information on courses completed and grades earned	37	
7	Student-level college readiness test scores	46	
8	Student-level graduation and dropout data	52	
9	The ability to match student records between the P-12 and postsecondary systems	41	15 states do not collect course-taking information
10	A state audit system assessing data quality, validity, and reliability	52	11 states can't connect K-12 and higher education

National Snapshot: Statewide Longitudinal Data Systems

No state had all 10 Essential Elements

10 Essential Elements of a SLDS
24 states report that they have all 10



As a result of states' progress...

Conversations
are changing..



...but to support
effective data
use there's more
work to be
done...

Link data
across systems



Ensure
appropriate
access



Build capacity
for use

...and that
requires tackling
tough territory...

Turf

Trust

Technology

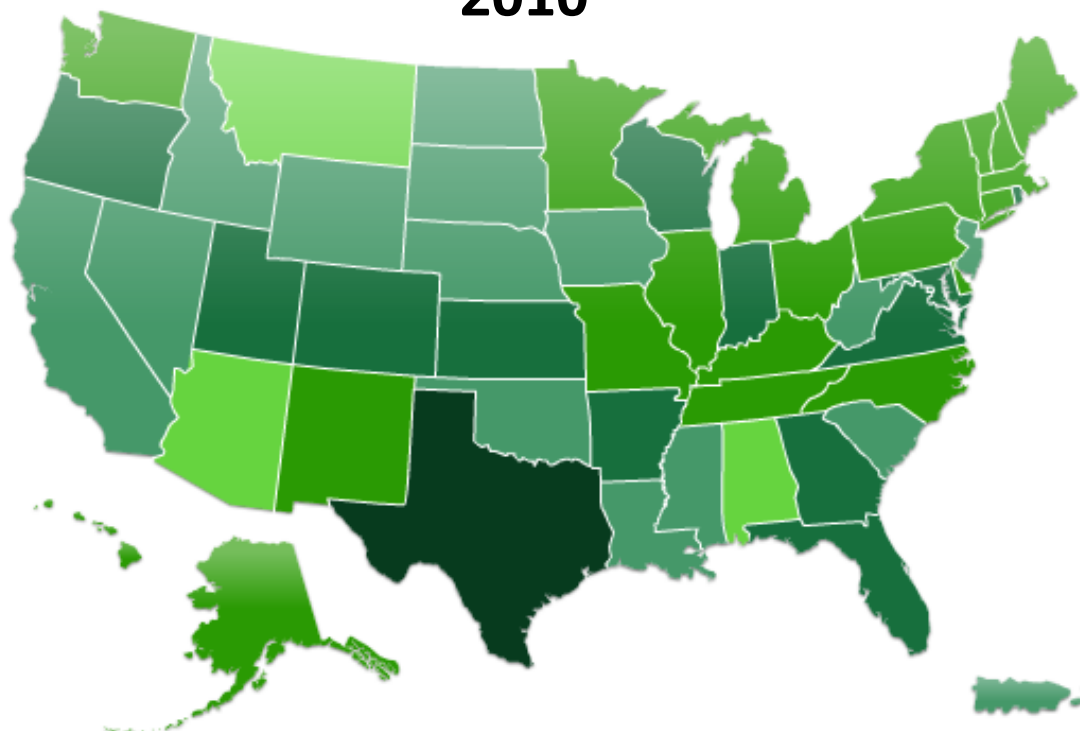
10 State Actions to Support Effective Data Use

<i>Imperative</i>	<i>Action</i>	<i># of states</i>	
Link data systems across P-20 and the workforce to answer key questions	1. Link state K-12 data systems with early learning, postsecondary, workforce, and other	9	43 states cannot link data
	2. Create sustainable support for LDS	32	
	3. Develop governance structures to guide LDS	40	
	4. Build state data repositories	40	
Ensure that appropriate data can be accessed while protecting privacy	5. Provide timely role-based access to data	8	44 states don't provide timely access to data
	6. Create progress reports with student-level data for educators, students, & parents to make individual decisions	23	
	7. Create reports with longitudinal statistics to guide change at system level	27	
Build capacity of all stakeholders to use longitudinal data	8. Develop a research agenda	28	51 states have taken steps to build educator capacity
	9. Implement policies to ensure educators know how to use data appropriately	1	
	10. Raise awareness to ensure all key stakeholders know how to access and use data	9	

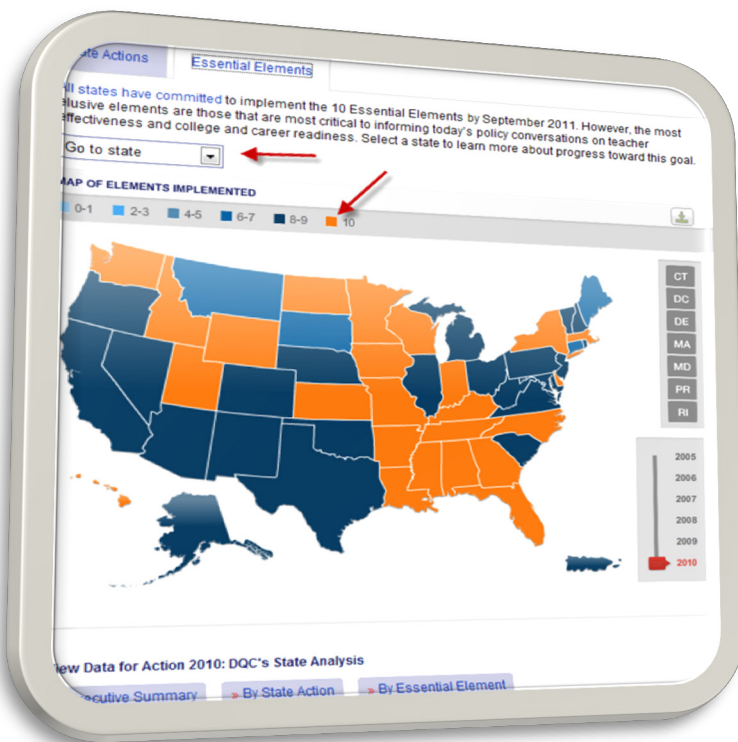
States Have Not Taken Action to Ensure Data are Used

No states have taken all 10 State Actions

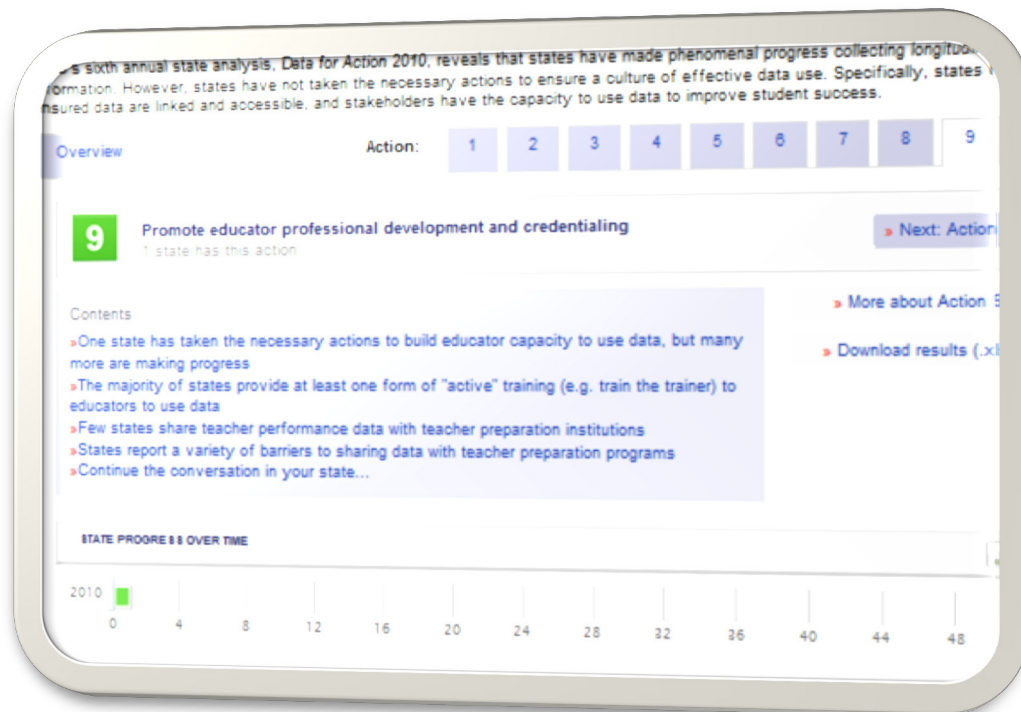
2010



0-1 2-3 4-5 6-7 8-9 10



By state, including detailed analysis
and printable profile



By element or action, including detailed analysis

Contact DQC staff for customized
analyses or more information at
info@dataqualitycampaign.org

More info cont.

- *Leveraging Federal Funding for Longitudinal Data Systems - A Roadmap for States* - identifies federal funding opportunities that states can maximize to support activities to collect and use longitudinal data to improve student outcomes. <http://www.dataqualitycampaign.org/build/fedfunding/>
- *Measuring the Education Pipeline: Common Data Elements Indicating Readiness, Transition and Success*
<http://www.dataqualitycampaign.org/resources/details/646>

Contact the DQC

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